

6 month reporting date 7/15/04 X
12 month reporting date 11/15/04 X
Closed 11/18/04

Tri - Valley School District Improvement/Progress Report Form

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The steering committee identified a lack of functional assessment during the course of student file reviews. The review team validated this as an area of noncompliance for the district. Administrative rules require that a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, to assist in determine whether the child is a child with a disability; and the content of the IEP for the child. A series of student file reviews resulted in finding most students evaluated or reevaluated had not had functional assessment included in the evaluation process. In interview, district staff noted they were unaware of this particular requirement until this school year. The district offered training on functional assessment this year for staff. At this time, however, not all staff were expressing a complete understanding of functional assessment.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students suspected of being in need of special education or special education and related services will be appropriately evaluated.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The District will conduct comprehensive evaluations, which will include functional assessments				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? First we are going to revisit the proper procedures of functional assessments. Secondly, when evaluating students, functional evaluations will be part of every initial and three-year re-evaluation 100% of the time What data will be given to SEP to verify this objective? The district will check all initial and three-year re-evals and submit percentages to the SEP</p>	<p>May 2003</p>	<p>Sped Teachers and Building Principals</p>	<p>Met June 04</p>	
<p>Please explain the data (6 month) There were 20 Initial and 3 year re-evaluations completed since January 2004. All 20 initial and 3 year re-evaluation had functional assessments completed and reported on the PLOP page, 9 did not have individual evaluation report forms.</p>				
<p>Please explain the data (12 month)</p>				
<p>Principle: Individualized Education Program</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) ARSD 24:05:27:01.03. <u>Content of individualized education program</u> requires that each student's individualized education program include a statement of the student's present levels of educational performance. This present levels statement must include how the student's disability affects the student's involvement and progress in the general curriculum. Student IEPs reviewed onsite contained statements of present levels of performance which did not consistently include how the student's disability affect their involvement and progress in the general curriculum. This compliance point links back to a lack of functional assessment, and thus, no connections are being made in the present levels of performance to the general curriculum.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Student IEPs will reflect functional information about the student, and how their disability affects their involvement and progress in the general curriculum.</p>				

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The present level of performance developed for a student will be skill specific and link to functional evaluations. Present level of performance pages will identify how the student's disability affects their involvement and progress in the general curriculum.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? First all SPED staff will have training on what is proper language on a Present Level of Performance and what needs to be included. Second, the student's present levels of performance will include the required components and be based on the summary of functional evaluation data. What data will be given to SEP to verify this objective? The District will send to SEP a statement of the percentages of IEPs who meet this criteria.</p>	<p>1 year</p>	<p>Sped Teachers and Building Principals</p>	<p>Not Met When training is completed send in data at 12 month progress</p>	<p>Met Nov '04</p>
<p>Please explain the data (6 month) Training in this area will be completed in September 2004.</p>				
<p>Please explain the data (12 month) Training was completed on September 19, 2004 on proper language and what must be included on the Present Level of Performance by Dr. Janet Claymore-Ross. Six out of the seven teachers were present.</p>				

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<p>2. What will the district do to improve? Student IEPs will contain a statement as to how the student's disability affects their involvement and progress in the general curriculum. What data will be given to SEP to verify this objective? The District will send to SEP, a statement of the percentages of IEPs that meet this criteria.</p>	<p>1 year</p>	<p>Sped Teachers and Building Principals</p>	<p>Met June 04</p>	
<p>Please explain the data (6 month) There were 46 annual, initial, and re-evaluations completed during this six month period. All 46 had statements of how the student's disability affects their involvement and progress in the general curriculum.</p>				
<p>Please explain the data (12 month)</p>				
<p>Principle: Individualized Education Program</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In addition, the IEPs for student who are transition age (14 or older) did not consistently contain a course of study which was aligned to the student's transition service needs. Examples were seen in student IEPs that had incomplete listings of coursework. The IEP would list out required courses, but did not define what electives would be taken to assist the student in meeting their transition outcomes. Another concern is the IEP team only listed coursework for the current year, and did not address courses already completed in prior years, nor did it plan for future coursework.</p> <p>For each student beginning at age 16 or younger, if determined appropriate by the placement committee, the IEP must contain a statement of the needed transition services. In accordance with ARSD <u>24:05:27:13.02. Transition services</u>, these services must be based on the student's individual needs, taking into account the student's preferences and interests. The self-assessment completed by the district noted a lack of career surveys for students with disabilities to document their preferences and interests. The review team validated this as an area out of compliance. Assessments in the area of transition were not present in any student files reviewed onsite. As a result, the planning that is in place for transitioning to post-school outcomes cannot be a coordinated set of activities. The IEP transition plans in place often did not address all required areas (postsecondary education, employment, adult services, independent living, and community participation). Examples seen included statements that the team would address an area "at a later date" or areas requiring statements that were left blank.</p>				

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Students will achieve their desired post-school outcomes through IEPs which reflect their preferences and interests.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will develop IEPs for all students turning 16, which include a coordinated set of transition services with initiation and duration dates, activities addressing all required areas. Students will be given career surveys to document their preferences and interests for development of transition goals and activities

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? When developing a transition plan, district staff will address all five transition service areas on the transition plan 100% of the time including initiation, duration, and staff responsibilities. The present Level of Performance page will reflect each the five levels. What data will be given to SEP to verify this objective? The district will provide SEP with a statement of percentages of IEPs that meet this criteria.	1 year	Sped Teachers and Building Principals	Not Met Send in data for 12 month progress reporting	Met Nov '04

Please explain the data (6 month)

There were 14 transition IEPs completed during this six month period. Of the 14, seven were 14 years old, the other 7 were 16 and older and did not address the transition on the PLOP. Of the 16 year old and over six did not include staff responsible, 5 did not included duration, all included initiation. The School has just begun the DDN process and the staff are just getting used to the computerized pages.

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Please explain the data (12 month) There were four transition IEPs completed during this six-month period. Two of the 4 were 14 years old, the other 2 were 16 and older. Four out of four addressed the transition in the IEP PLOP page; the two that were 16 and older addressed the initiation, duration, and staff responsibilities for the transition levels.				
2. What will the district do to improve? When developing a student's transition plan, district staff will provide students with career surveys to document their preferences and interests. These student surveys will be incorporated into the student's transition plan. What data will be given to SEP to verify this objective? The district will provide SEP with a statement of percentages of IEPs that meet this criteria.	1 year	Sped Teachers and Building Principals	Not Met 71% followed criteria would like to see at least 90% or above	Met Nov '04
Please explain the data (6 month) In 10 of the 14 transition IEPs a career survey was documented indicating the student's preferences and interests.				
Please explain the data (12 month) In all four of the initial and re-evaluations completed contained career surveys.				
3. What will the district do to improve? Prairie Lakes Education Director attended Transition training and is disseminated and training all staff, administrators in the process of transition requirements. What data will be given to SEP to verify this objective? A percentage of the staff who attend the training and who write Transition IEP's will be sent to the SEP.	Sept 25, 2003	Sped Teachers and Principals	Met June 04	
Please explain the data (6 month) All staff and Principals attended the transition training during the fall of 2003.				
Please explain the data (12 month)				

Principle: Least Restrictive Environment				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The review team identified through interview and observation a student who was placed in an elementary resource room setting, although the student was actually fifteen years of age. Staff indicated the student was served in that setting primarily due to the space needs of the equipment utilized by the student. In addition, staff noted they had concerns about potentially dangerous situations that might arise if the student was served in the secondary special education resource room. A review of the student's justification for placement reflects a decision made based upon the current level of functioning of the student, the need for 1:1 assistance and a modified curriculum focusing on functional life skills. The student's plan did address opportunities for interaction with nondisabled peers during physical education, music and vocational training. In interview, however, the team found the student was not interacting with same age peers, but rather participated in the stated activities with elementary age students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Students will receive services in the least restrictive environment with the supports they need for successful participation.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All students will receive services in the LRE with the supports they need for successful participation.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve?</p> <p>First, staff will ensure each student is placed in the LRE with like age non-disabled peers with support they need for successful participation. The District will review its procedures and data to analyze their data to see if students are in the correct LRE and rather or not they are getting the correct services.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will send to SEP a statement of the IEP corrected to meet this criteria and a percentages of all initial, annual, and re-evaluated IEPs that meet this criteria.</p>	1 year	Sped Teachers and Building Principals	Met June 04	
<p>Please explain the data (6 month)</p> <p>All students have been placed in the LRE and attend activities with their like age non-disabled peers with support. All annuals, initials, and re-evaluations have been analyzed to review the data for correct LRE status.</p>				